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ABSTRACT

Four papers on meeting the professional information needs of teacher librarians focus on the responsibility of professional teacher librarian associations include: "The Responsibility of Professional TL Associations" (Norma Jeffrey); "Meeting the Professional Information Needs of TLs: The Responsibility of Professional Teacher Librarian Associations" (Anne Plowman); "Responsibility of the Professional Teacher Librarian Organisation" (Rose Dotten and Liz Kerr); and "Responsibility of Professional Teacher Librarian Associations" (Gerald R. Brown). The first paper notes that, as brokers of professional information, associations must provide forums for innovators to share their expertise, to form collaborative partnerships, and to implement strategies to ensure that equitable standards are maintained across the full spectrum of school libraries. The second paper discusses the School Libraries Section of the Australian Library and Information Association (ALIA) and argues that associations must provide worthwhile and challenging professional experiences for teacher librarians. The third paper outlines the mandate of a teacher librarians' association within a threefold framework of: leadership, advocacy, and professional development. The final paper discusses the importance of professional support and the need for an association to provide a network of people helping people. Issues that need to be addressed are outlined. (AEF)

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TOPIC G

MEETING THE PROFESSIONAL INFORMATION NEEDS OF TEACHER LIBRARIANS

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THE RESPONSIBILITY OF PROFESSIONAL TL ASSOCIATIONS

Norma Jeffrey
National President of the Australian School Library Association (ASLA)

Any discussion of the responsibility of professional teacher librarian associations in meeting the professional information needs of teacher librarians needs to begin with a consideration of the educational and information contexts in which we now operate. The 1990s have seen significant changes in both spheres.

The education arena has been characterised by the devolution of many responsibilities from central authorities to schools, with the school and the individual within them being responsible for identifying their own professional needs and putting in place strategies to meet these needs. Increasingly these needs are being met at teachers' own expense and in their own time.

In mid 1993, the Department of Employment, Education and Training put in place a deliberate strategy to encourage professional associations to take the lead in the implementation of new curriculum initiatives. The injection of some 60 million dollars into professional development through the National Professional Development Program (NPDP) has seen the flowering of professional associations and the gradual change in the professional development culture. Teachers are taking control and taking the lead. Another feature of this movement has been the banding together of associations into affiliated bodies with an increasingly powerful political voice. At the national level the National Education Forum is taking the lead and most states have similar bodies.

The changing information context has meant that there is more information, greater access to this information and more diverse ways of communicating this information. It has also meant that there is growing inequity between those in a position to participate in the information network now widely available and those who are locked out through lack of funding or appropriate knowledge and skills.

Within these contexts it is my view that professional teacher associations have multiple roles: firstly as a broker to encourage those who are taking the lead to test and perfect new initiatives and to share their expertise; secondly to participate in the wider educational and information communities to ensure that teacher librarians' views are represented and to recognise trends which will impact on information needs; and thirdly to put in place deliberate strategies to ensure that equitable standards are maintained across the full spectrum of school libraries.

As brokers of professional information, associations must provide forums for the innovators to share their expertise. ASLA has been doing this very successfully for many years through events such as its state and national conferences. It is noticeable that these conferences are of increasingly high quality and that attendance is growing. More recently there has been a trend towards teacher librarians participating in significant numbers in the conferences of other associations and those facilitated by trade groups. These events are complemented by other professional development opportunities at the local level. Around Australia teacher librarians have taken up the challenge and there is an intricate network of special interest groups which often span two or three of the associations which target teacher librarians.

The notion of professional associations as brokers is characterised by beliefs that through collaboration and networking the grass roots members of the association can participate and grow. The role of associations is to foster a shared vision and value system, to recognise innovation and encourage the sharing of expertise as it emerges. Professional association publishing plays a significant role in this area and the ASLA journal *ACCESS*, in particular, is a forum for teacher librarians from around Australia to share their experiences and core values.

The networking is enriched by the dialogue which is now possible through the convergence of computer and communication technologies which allow and facilitate a greater degree of interactivity than was previously possible. The success of associations in this broker role is evident in the leading role association members have taken in implementing new technologies. Whereas in

the past Education systems would have directed the takeup and integration of technology into classroom practice, it is now individual schools and teachers who are showing the way. Individual State and Territory associations report an almost insatiable appetite for professional development in this area and in the main it is the associations which are satisfying this need.

The broker role extends to that of recognising when research is needed and encouraging tertiary institutions and others to do that research. Associations do not have the resources to do the research themselves, but they do know from their members what needs to be done. The use of information technology in schools, for example, has sparked a need to justify expenditure and to demonstrate that educational outcomes are enhanced by its use. Teacher librarians often lack the information needed to mount convincing arguments. This may be one of the factors contributing to the widening gap between those with access to information through technology and those for whom technology is still a luxury. The area of research is one where school library associations in Australia have yet to make a significant contribution.

The second and increasingly important role associations fulfil is in forming collaborative partnerships. The importance of participating in the wider educational and information communities has not been well recognised until recent years. The advent of the National Education Forum and the partnerships formed through the NPDP projects have demonstrated the value to be gained through the sharing of information and ideas. These alliances ensure that teacher librarians' views are represented and that trends which will impact on information needs are recognised. Interaction with both the wider education and information communities provide us with a broader perspective.

A Western Australian NPDP project provides an example of the power of these partnerships. The three teacher librarian associations have formed an alliance to promote and demonstrate the use of the Internet at sites where there is very little or no equipment and unskilled staff. This project is part of a larger consortium which includes representatives from all learning areas and other cross curriculum associations. The consortium members are now much more aware of the leadership role teacher librarians are playing in introducing information technology into schools. In return teacher librarians are much more aware of the issues and concerns of other curriculum areas and the ways in which we can work together. There is a flowering of that professional respect which teacher librarians find so elusive.

The third key focus for professional associations is to put in place deliberate strategies to ensure that equitable standards are maintained across the full spectrum of school libraries. Publications such as *Learning for the future: developing information services in Australian schools* and *Information Technology in Schools* are examples of associations leading the way in establishing and promoting standards. All association members have a responsibility to uphold these standards and to actively seek to assist colleagues who are having difficulty in achieving them. The changes to more devolved decision making in schools is increasing the diversity of the standards in school library resource centres. Central solutions and single strategies are no longer adequate as ways to resolve issues. Where once we could lobby governments to maintain standards, we must now deal with a myriad of different issues which are a consequence of local and often uninformed decision making. Each strategy needs to take account of local factors and to be tailored for the situation. We must be flexible and adaptable.

The two national NPDP projects managed by ASLA are further illustrations of an association recognising needs and securing funding to try to influence the quality of learning outcomes in schools by meeting the information needs of teacher librarians. Both of the projects (*Learning for the Future: teachers kit* and the *CDRom Information Skills*) have the potential to change the effectiveness of teacher librarians and school libraries. This will only happen, however, if association members see themselves as part of the process rather than standing back for the association to do something. Members need to see themselves as part of a 'collaborative learning community, the foundation of which is collaboration - working together for common goals, partnership, shared leadership, co-evolving and co-learning' (Cooper and Boyd).

Professional teacher librarian associations have gone beyond the rather paternalistic role they once had as substitutes for declining central systems. They need to recognise the growing individualism

of schools and seek to empower their members to find solutions to issues at the local level. As indicated in their paper it is through this empowerment that networks of excellence grow and spread. Rather than focus on the responsibility of Professional Teacher Librarian Associations it might be more appropriate to ask what members can contribute to their association. Is responsibility the onus of the Association or the member?

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Norma Jeffrey has held the position of National President of the Australian School Library Association from 1994-1996.

MEETING THE PROFESSIONAL INFORMATION NEEDS OF TLs: THE RESPONSIBILITY OF PROFESSIONAL TEACHER LIBRARIAN ASSOCIATIONS.

Anne Plowman
National President of the Australian Library and Information Association (ALIA) Schools Section

The School Libraries Section of ALIA brings together teacher librarians and other interested people who are committed to ensuring our students are successful information users. The group is more than a professional organisation of teacher librarians. As a section of the Australian Library and Information Association, it provides a link to the wider information profession on a national level. Access to networks of information sources and facilities as well as contact with people in all aspects of the information profession is a distinct benefit of membership.

The School Libraries Section has active sections in New South Wales, Victoria, Western Australia and South Australia. Last year there was some discussion about the possibility that ALIA School Library Section members in Queensland may be interested in setting up a Queensland Section. Nationally, there are 868 members of the School Libraries Section.

Each of the states that have formed a School Libraries Section contribute to the ongoing professional development of teacher librarians through an active program of seminars and other professional development activities. These are advertised in *Incite* for the benefit of all ALIA members. Non School Libraries Section members of ALIA are welcome to attend. It is through these professional development activities that we attract new members to ALIA. *Orana* the journal of the School Libraries Section and the Children's and Youth Services Section is one source of professional reading for teacher librarians.

There is also an active National School Libraries Section. To be a truly national section, representing the views of all School Libraries Section members, it was decided to convene National Section meetings by teleconference, with delegates from each state with an active School Libraries Section membership. This model was trialed in 1994, with some changes operating in 1995. Each state is represented at National level by two delegates, who report on the activities of their State sections and give their State Sections views on issues of national concern.

The National section delegates for 1996 are: Anne Plowman (NSW) President; Niki Kallenberger (NSW) Correspondence Secretary; Heather Sabbadini (WA) Minutes Secretary; Margaret Chapple (WA); Anne Hazell (SA); Kris Johnstone (VIC); Nigel Ashworth (VIC). Any School Libraries Section member who would like to bring issues to our attention is welcome to do so, through their State section or direct through correspondence with the National Committee.

During 1995, the National Section looked at ALIA role statements affecting teacher librarian and school libraries, the EdNA project, access and equity issues. We had representation on the Literacy Task Force, the Information Technology Committee, the *Orana* committee and feedback from the Information Literacy Task Force. We responded to the report on "The Information Highway and the nation's schools" and "The New Schools" policy. We have been active in the planning of a School Libraries Section day at the 1996 ALIA conference.

During 1996, National Section will operate by teleconference, generally following General Council meetings, to aid the communication process. All School Libraries Section members are encouraged to participate in the School Libraries Section activities planned for your state, and to actively join the committee in you state. There is no better professional development than that you are actively involved in.

The ALIA School Libraries section exists to provide professional development for its members, although non-members can also attend. The challenge to meet the increasing information needs of the school community falls onto the teacher librarian, in many cases the only information specialist in the school environment.

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The professional development needs of the teacher librarian can be many and varied. Through structural professional development activities, the teacher librarian can meet his or her professional information needs. The ALIA School Libraries Section is one such organisation which can assist the teacher librarian to fulfil those needs.

The responsibility of the professional association is to provide opportunities and a structured professional development program to meet those needs. The ALIA School Libraries Section, through its State sections, provides professional development seminars on a wide range of topics pertinent to the information needs of teacher librarians to extend and enhance their teaching and learning, and through that, the teaching and learning of students in their care. These opportunities can address information technology issues, challenge the teacher librarian in the new information technologies, be that satellite learning, the Internet and the integration of the Internet into learning, as well as the more traditional needs of teacher librarians.

Besides the provision of such professional development days (organised by practitioners in the field), other professional development opportunities exist for teacher librarians who are willing to become actively involved in the School Libraries Section of ALIA. Distance from the capital city of the state should not be a barrier. In NSW, there are opportunities for country members to participate in the section through teleconference, receiving funding to travel to professional development seminars, and through the School Libraries Section running seminars in country centres.

Other sections of ALIA also offer professional development opportunities for teacher librarians willing to take up the challenge. They are the Children's and Youth Services Section and the Information Science Section. It is through networking, especially at other professional development opportunities that teacher librarians can extend themselves professionally at another level, as well as raise the profile and image of the teacher librarian.

It is up to the professional associations to take up the challenge to provide worthwhile and challenging professional experiences for teacher librarians, especially at a time when the profession is experiencing change at a rapid rate. The Australian Library & Information Association offers those in the teacher librarian profession those experiences, particularly through the School Libraries Sections.

Anne Plowman is the teacher librarian at Santa Sabina College in Strathfield, N.S.W., Australia. Anne currently holds the position of National President of the Schools Section of the Australian Library and Information Association (ALIA).

RESPONSIBILITY OF THE PROFESSIONAL TEACHER LIBRARIAN ORGANISATION

Rose Dotten
Teacher Librarian, University of Toronto Schools, University of Toronto
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and

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The mandate of a Teacher Librarians' Association is probably best articulated within a threefold framework of:

1. Leadership;
2. Advocacy; and
3. Professional Development.

LEADERSHIP

Leadership assumes a strong voice in addressing the major issues affecting the extent and quality of school library programs within a political jurisdiction. Typical activities which an association might undertake would include the following:

a) Preparing responses to Ministry of Education documents. In Ontario, for example, the OSLA has recently completed a response to the draft document, *Information Literacy and Equitable Access*. Prior to that, OSLA responded on behalf of its membership to the new policy document for education in Ontario, The Common Curriculum.

b) Sitting as members of Ministry curriculum writing teams. This recognizes the role which teacher librarians have in integrated curriculum development.

c) Establishing task forces to study issues of importance to the profession. For example OSLA recently approved a task force to accomplish four tasks:

   (i) review teacher librarian qualifications; develop guidelines for revisions; and communicate these to the appropriate audiences;

   (ii) review and define qualifications and job descriptions for School Library Information Centre support staff, including, but not limited to library technicians, library clerks, library secretaries, and volunteers;

   (iii) recommend School Library Information Centre staffing allocation guidelines; and

   (iv) develop guidelines for budgets, facilities, equipment and resources.

d) Gathering or conducting original research in the field of school librarianship. For example, hard data on staffing allocations and teacher librarian statements in collective agreements is useful to local boards and associations.

e) Establishing a Web presence for collecting and disseminating information both for the membership and for the public-at-large.

f) Participation in initiatives which address the broader concepts connected to the information highway; for example, censorship, privacy, plagiarism, universal access, funding, content, security and Netiquette.

g) Responding to members' enquiries and concerns, and keeping them abreast of current issues.

h) Publishing newsletters and professional journals. For example OSLA produces *The Teaching Librarian* its journal on a quarterly basis, and 'Inside OSLA', the newsletter of the organization.

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ADVOCACY

A professional organization defends and protects its membership through lobbying, and strengthens and unifies their voice on issues of common importance. Through a strong program incorporating a wide variety of activities, the organization's presence and visibility is highlighted in the educational community. Potential activities could include:

a) Adopting a position statement that defines the role of the School Library Information Centre and the Role of the Teacher Librarian in the Information-based society. See Appendix A.

b) Inviting target groups to association meetings, programs, and conferences to promote understanding of issues and to further their knowledge-base about teacher-librarianship. Target groups could include parents, School Councils, presidents of Teachers' Federations, School Board Trustees, Business and Community Organizations and other political groups as required.

c) Bringing together presidents of local teacher librarian organizations to coordinate advocacy activities. The OSLA conducts a special breakfast session at the annual conference for Presidents of Local Teacher Librarian Associations to share information and plan strategies.

d) Initiating connections with identified educational organizations with common interests, for example, educational computing, visual media, subject organizations, etc. to discuss joint ventures.

e) Advocating school library program goals with teachers, teacher librarians, school administrators and the public by developing information brochures and videos; identifying and distributing articles by leaders in education in support of library programs.

f) Communicating with the various Faculties of Education and Librarianship courses with a view to setting up a structure for creating awareness of and providing information about the association and the role of the teacher librarian.

g) Recognizing exemplary school library programs and outstanding individuals in the field by creating special awards. Some examples in Canada include the Teacher Librarian of the Year Award (CSLA) The Award of Excellence (OSLA), and The Margaret Scott Memorial Award (CLA).

h) Collecting and summarizing membership reaction to important issues and surveying membership for data on such matters as staffing, budgets and other pertinent information.

i) Writing letters to key sources such as Members of Parliament and Opposition Education critics, School Board Trustees, and newspapers.

j) Making presentations to various groups to increase awareness and enlist support for School Library Information Centre programs.

k) Working with our colleagues' in other types of libraries in an attempt to gain greater understanding of each other's roles and mandates, and to focus on the field's total strength.

PROFESSIONAL DEVELOPMENT

Keeping the membership informed of the latest technological developments and the current educational theories and practices is an important function of a professional organization. Because emerging technologies are changing the face of information access, and there is a need to process an increasing volume of data, it is critical that the organization plan regular updating inservice opportunities for its members.

Some suggestions include:

a) Organizing an annual conference that addresses various levels of interest and need.

b) Arranging a series of regional workshops to address continuing needs of teacher librarians.

c) Promoting distance education opportunities through the various telecommunication networks and electronic environments.

d) Publishing monographs on topical subjects and issues that are relevant to practicing teacher librarians. For example; Intellectual Freedom, School Library Automation, Transformational Leadership and the Teacher Librarian, Collection Development in the Virtual Library.

e) Providing consultation and referral on problems confronted in the daily workplace and in school library information centre program development.

f) Arranging teleconferences to focus on current issues on a provincial, national or international level. The subject of a recent teleconference sponsored by the Canadian School Library Association (CSLA) was 'The Teacher Librarian on the Infobahn'.

g) Develop joint professional development activities with Faculties of Education and Schools of Library Science to broaden the knowledge-base and to influence curriculum development for inclusion of the role of the School Library Information Centre and the Teacher Librarian.

The recently released Industry Canada Information Highway Advisory Committee report states, 'The route to prosperity in the knowledge economy is for workers to make intelligent use of information. Learning must span our working lives. Technology will make that happen.' The professional associations have a major responsibility through active leadership, strong advocacy and marketing, and timely professional development to enhance and expand the learning environment for their members.

APPENDIX A

The following statements are provided to demonstrate the leadership and advocacy roles which the Ontario School Library Association has undertaken on behalf of its members.

OSLA Policy on the School Library Information Centre and the Role of the Teacher Librarian

Whereas emerging technologies are having a major impact on the purpose of the School Library Information Centre and the role of the teacher librarian, and

Whereas information literacy skills are critical for today's graduating students to be informed and knowledgeable members of an information-based society:

The OSLA membership takes the following positions:

1. A full-time teacher librarian is required on a full-time equivalent basis in every School Library Information Centre in Ontario.

2. The name of the facility within the educational institution should change to the School Library Information Centre.

3. Every school in Ontario should develop a mission statement addressing the School Library Information Centre program, staffing, budget, facilities, and scheduling.

4. Adequate clerical and technical staffing and financial support are essential to support the School Library Information Centre Program.

Statement of Purpose for Ontario's School Library Information Centres

.....core of a life-long learning community.....

1. The School Library Information Centre exists to facilitate the acquisition of information literacy skills which students need to become independent life-long learners in an information-based society.

.....teacher librarians and teachers collaborating....

2. The School Library Information Centre program is based on collaborative planning and teaching by teachers and teacher librarians in order to develop and implement curriculum incorporating resource-based learning in accordance with the Ministry of Education and Training policies, guidelines and resource documents.

.....traditional and emerging literacies.....

3. In additions to incorporating the new and emerging technologies, the School Library Information Centre program continues to promote print literacy and the love of reading as integral parts of information literacy.

.....balanced collection of learning resources.....

4. The School Library Information Centre collection is developed to meet the needs of the school population and is evolving toward a balance among locally housed resources, community resources, and global resources. These resources may be accessed in person or through telecommunication networks from schools, homes, public libraries and other local/global locations.

.....linkages and partnerships.....

5. The School Library Information Centre program ensures linkages and partnerships with other information providers both in the local community and in the global community.

Position Statement on the Role of the Teacher Librarian

1. Curriculum Development and Leadership. The teacher librarian will:

1.1. Co-ordinate the design, implementation and integration of a school-wide information literacy* skills program to enable students to become independent life-long learners.

1.2. Develop a strong team approach with teachers to provide training and support as they assume more responsibility for teaching information literacy skills within integrated curriculum.

1.3. Collaborate with teachers to develop and implement long and short range curriculum plans.

1.4. Implement the resource-based learning strategies of all Ministry of Education and Training and Board generated curriculum documents.

1.5. Assume leadership roles on school and board level curriculum committees.

1.6. Pursue professional growth and technological updating through inservice, attendance at conferences, professional reading, courses and personal study.

1.7. Provide leadership in incorporating new and emerging technologies into resource-based learning programs.

1.8. Train and support teachers in the use of technology.

1.9. Initiate and engage in program advocacy.

2. ***Information Management.*** The teacher librarian will:

2.1. Plan, develop and manage equitable access to information resources and technology within the school.

2.2. Develop policies and procedures for the selection of learning resources which meet curricular, informational and recreational needs.

2.3. Instruct teachers and students in the ethical and legal use of information.

2.4. Implement anti-racism and ethnocultural policies related to information access and use.

2.5. Plan and develop partnerships with community information providers.

3. ***Collaborative Program Planning and Teaching.*** The teacher librarian will:

3.1. Establish and implement a collaborative planning process with teachers.

3.2. Plan, teach and assess resource-based learning units with teachers.

3.3. Assess and evaluate student learning based on pre-established learning outcomes.

3.4. Help students develop efficient and effective learning strategies and organizational skills.

3.5. Support learning for special needs students.

3.6. Encourage students to develop respect for people, materials, networks and equipment.

3.7. Identify and recommend a variety of learning resources to support curriculum.

3.8. Design and manage the physical environment to reflect the program.

* ***Information Literacy***: The ability to successfully complete a complex problem-solving process that requires students to define the need for information, determine a search strategy, locate the needed resources, access and understand the information they find, communicate the information, and evaluate the conclusions in view of the original problem.

This position statement was adopted by the membership of OSLA at the Annual General Meeting, February 8, 1996.

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RESPONSIBILITY OF PROFESSIONAL TEACHER LIBRARIAN ASSOCIATIONS

Gerald R. Brown
Consultant, Library Media Services & Vice President, International
Association of School Librarianship (IASL), North Winnipeg, Manitoba, Canada

From the perspective of the International Association of School Librarianship, I believe that there is a tremendous role for people to think, talk and work together. As electronic media connect us around the world, we have the opportunity to clarify the role of the teacher librarian in the modern information age, and to work collectively toward that goal both within the profession, and with colleagues in all other related fields.

IASL has a home page which you might like to check out at your leisure at **<http://www.rhi.hi.is/~anne/iasl.html>**. Our web master is Anne Clyde, and she does a magnificent job of keeping us connected. The home page is growing, and more and more links are being provided.

IASL was established 25 years ago, with a mission to provide an international forum for people interested in promoting effective school library media programs as viable instruments in the educational process. Our membership is worldwide. It invites all to join who are interested in or working in the field.

This year, we have been taking a closer look at our structure, and at determining the directions for the next decade of association growth. These issues will be discussed and examined at the 25th Anniversary Conference to be held in Ocho Rios, Jamaica, 26 July - 02 August 1996.

One of the most important ways that this association can help its members is through the network of people helping people. This is accomplished by:

1. Inviting national and local associations to name a regional associate to the ASSEMBLY OF ASSOCIATIONS. Communication is carried on during the year to determine critical issues for consideration, to publicize each other's activities, and to suggest personnel for various types of projects as they are travelling from country to country, or as they can be connected electronically. There are special sessions at our conference for the delegates to hear about programs in other countries, to make personal connections, and to report on successful advocacy work. Any association is only as strong as its membership. IASL counts on member associations to help develop a global perspective, to jointly focus on major issues as we combine and focus our energies.

2. Dianne Oberg and Kaye Steward have created a document of *CONNECTIONS: School Library Associations and Contact People Worldwide* which is an invaluable tool in tracing colleagues for various types of research, visitations, and communication. Copies are available from the IASL SECRETARIATE, c/o Ken Haycock, Executive Director, Suite 300, Box 34069, Seattle, Washington 98124 - 1069 (FAX: 1 - 604 - 925 - 0566 or email <iasl@rockland.com>.

3. Publication of a quarterly NEWSLETTER, edited by Peter Genco, who attempts to include a wide variety of information about library developments in all the member countries. Peter may be contacted via email at <fairview@iu05trc.trinet.k12.pa.us>. He'd be pleased to hear from you about the happenings in your area, your forthcoming conferences, and your professional development activity reports.

4. *SCHOOL LIBRARIES WORLDWIDE* is the journal for IASL. It is published twice per year under the excellent editorship of Dianne Oberg, University of Alberta. She may be reached via email at <dianne.oberg@ualberta.ca>.

Forthcoming issues will address:

July 1996	Sharing the Vision: IASL'S 25 TH ANNIVERSARY
Jan 1997	Action Research in School Librarianship
July 1997	Technology: Potentials and Pitfalls
Jan 1998	Power and Politics

The journal comes with membership, or by separate subscription.

5. Distribution to members of 'COLLABORATION THROUGH PARTNERS IN ACTION: SUPERINTENDENT'S GUIDE has been very popular, especially for the section on questions that might be asked by a Superintendent of a Principal; of a teacher-Librarian; of a teacher. Several districts have also reversed these questions and have used them when interviewing for new principals or Directors of Education in their districts.

6. Maureen Nimon is the chair of our RESEARCH COMMITTEE, and we are in the process of developing a research network with all members associations to pool the information about what is happening. The discussion at the conference is enlightening, with regard to the various types of action research that are currently going on. We feel that by sharing this information and getting comparative or complimentary studies initiated, IASL is working for the grassroots. Maureen can be reached via at email at <maureen.nimon@unisa.edu.au>.

7. In collaboration with UNESCO, IASL annually makes a contribution of books to at least one school in a developing country. These materials are very much appreciated, and contributions to this fund are always appreciated.

In reviewing the need for development, it has become very apparent to me as Vice President, that we must make a concerted effort to address these issues:

- Changing Role of School Library Personnel as Information Specialists
- Integration of Technology into School Library Programmes and Services
- Integration of School Library Services into Curricular Development Functions
- Developing the Love and Appreciation for Literature and the Arts in all formats
- Personal and Humane Communications Skills in all aspects of our work.
- Linking Relationships with Peers in Library Information Services
- Collaboration with Colleagues in all areas of Education and Community Service.

As an Executive Member, I appreciate the magnitude of this mandate. At the same time, I am committed to education and feel that as a global association we can move slowly and systematically as a turtle to reach our visionary destination. We must have a strong sense of purpose, and be able to draw others to want to work toward the same ultimate goal, not mere knowledge, but the true purpose of education: personal enrichment, spiritual growth and mental development of each individual with whom we come in contact.

IASL is pleased this year to announce a number of award winners. In this way we acknowledge the leadership of the members and the various associations in which they are workers.

The **IASL-SIRS Commendation Award** will be given to the ASSOCIATION FOR TEACHER LIBRARIANSHIP IN CANADA for their publication *WINNERS: Resource Based Units Cooperatively Planned by Teacher-Librarians and Teachers*. This is a powerful sample book of lessons that have been tried and proven successful for process and methodology. They offer ideas for people interested in integrating the school library programme into the regular curricular content. Linda Knight, editor for the project, will attend the conference, and will meet with delegates who might like to discuss the processes used in developing this document. For more information, contact Victoria Pennell via email at <vpennell@calvin.stemnet.nf.ca>.

A **Certificate of HONOURABLE MENTION Commendation Award** will be presented to the School Library Association of Queensland (SLAQ) in Australia for the SLAQ Promotion Project:

Sub-Committee Expansion, Development and Support. The model of chapter development is one that can be shared in many other countries.

Ms Daisy Lake, Antigua (West Indies) Ministry of Education School Library Consultant has been awarded the JEAN E. LOWRIE LEADERSHIP DEVELOPMENT AWARD for her demonstrated leadership on the island and in the Caribbean generally. Daisy will attend the conference to meet colleagues and share ideas.

Other awards will also be featured in Research, Automation, and Collection Development at the conference.

We hope that we will be able to use the various leaders in our association who have received these awards, and that we will be able to draw on award winners from other associations to help in reaching our professional goals as noted above.

I am pleased to share these perspectives on school library development from the International perspective. My travels around the world, working in seminars or conferences, and talking with professional colleagues shows me that we have a powerful network, and that we can make a significant impact on education if we work together.

I would personally invite you to join IASL. I would encourage you to devote time and energy to your local association. Give your leaders your strong support. Work together as a team.

TEAMWORK
Coming together is a beginning.
Keeping together is progress.
Working together is success.

Everyday is a wonderful opportunity
to love
to learn
to laugh
to care
and to celebrate the joy...
of
life !

Gerald R. Brown is a Consultant in Library Media Services and is the Vice President of the International Association of School Librarianship (IASL). Gerald can be contacted by 'snail mail' c/o 3403 - 55 Nassau Street, North Winnipeg, Manitoba R3L 2G8, Canada; by phone and fax on 204 - 284 - 5620; or via email at <browner@cyberspc.mb.ca>.